



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I – 1003(g) School Improvement Grant Application SY 2017-2018

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Medora Schools	Corp #	3640		
School	Medora Elementary School	School #	3095		
Superintendent Name	Roger Bane	Email	rbane@medora.k12.in.us		
Title I Administrator Name	Austin Absher	Email	aabsher@medora.k12.in.us		
Principal	Austin Absher	Email	aabsher@medora.k12.in.us		
Mailing Address	82 South George Street	City	Medora	Zip Code	47260
Telephone	(812) 966-2201	Fax	(812) 966-2209		
Total Funding Request	\$559,500.00				

Select Application Type: ☒ Transformation ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Part 2: Grant Award Information

1003(g) LEA application released	August 25, 2017
Technical assistance training through a live webinar. Join the webinar through this link . Number: (877) 422-1931 Pin: 140 029 8577	September 6, 2017 3:00 – 4:00 p.m. EST
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 140 029 8577	September 15, 2017 9:00-10:00 a.m. EST AND September 29, 2017 2:00-3:00 p.m. EST
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotformpro.com/72344844115959	October 12, 2017 9:00 am- 4:00 p.m. EST AND October 23, 2017 9:00 am- 4:00 p.m. EST
LEA applications due	October 27, 2017 4:30 p.m. EST

Preliminary Award Notification	December 1, 2017
Planning/Technical Assistance	December 1, 2017 – December 31, 2017
Early Implementation	January 1, 2018 – June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A160015

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Austin Absher	Principal
Roger Bane	Superintendent
Jessica Wischmeier	Guidance Counselor
Joe Campbell	Board President
Ashley Kincaid	Science Teacher/4H Leader
Justin Coffey	Jr./Sr. High Social Studies Teacher
Kristen Koerner	Grade 5-6 Teacher
Misti Wieneke	Special Education Teacher
Cathy Clouse	Association Representative/Special Education Teacher

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	<i>3/15/17</i>	<i>25</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>200</i>	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Leader Meeting	10/10/17	0	3	2	5	1	0	Meeting to discuss logistics of grant, as well as get feedback on proposed items to include
Teacher Leadership Meeting	10/5/17	0	7	1	0	0	0	Meeting to discuss needs of school and how we can align goals in our SIP to items within the SIG. Teachers had a discussion about student data and programs that could be put into place.
Principal/Superintendent Meeting	10/217	0	0	2	0	0	0	Meeting with superintendent and principal to discuss needs of the school and how we can align needs, SIP and SIG. Looked at teacher evaluation data to see need for professional development.

Instructions: Describe the process and comments from family and community input (1 page maximum):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input	
Family	<p>The families of Medora Community Schools were provided with information regarding the Title IVA and 1003(g) School Improvement Grant due to the strong alignment of activities proposed in both grants. Information was shared through parent meetings and a district-wide survey that was conducted last school year.</p> <p>A common theme throughout the conversations with families and the surveys of the families was the lack of educational opportunities. These individuals expressed their desire to see a multitude of avenues for the students to succeed academically and personally. Parents and the coordinator hope to see more opportunities for students to gain mastery of the skills and knowledge that will prepare them for college and careers.</p> <p>The success and longevity of Medora as a school and its' student body is very important to these individuals because many of the families went through Medora Schools themselves. These individuals want to see their children and their grandchildren go through the same school and carry on the legacy of graduating from Medora.</p>
Community	<p>Much of Medora's community is made of up family members of our student population. The focus of the community input was the need for more programs and opportunities for the students. Individuals would like to see an array of programs that will set the students up for success in college and the workforce. The community also voiced their concern regarding the decrease in enrollment, and feels that a variety of programs could attract families and students to the school, as Medora would be able to provide opportunities that other surrounding schools may not have.</p>

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

☐ "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

□Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	
Title I Administrator Signature:		Date:	
Principal Signature		Date:	

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5: School Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Medora Elementary	PK – 6	P	Trans	Medora Elementary is applying for a 1003(g) grant.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. *(page maximum per section)*

Data Processes

Student Assessment Data- Data was collected from a variety of student data sources (Acuity, Classroom Assessments, IXL, Renaissance, etc.) to identify how students were progressing in their pursuit of mastering standards. Priority standards need to be identified within curriculum maps so we can track student success in order to properly provide tier II and III services during EXCEL period. **Peer**

Engagement Surveys (Instructional Rounds) - (entire staff participated) Each teacher completed two instructional round visits per month that were scheduled between teachers. Teachers were able to collect instructional data and share out during weekly collaboration meetings. This helped us to share best practices already currently being used and support one another in our pursuit of instructional growth. We need to ensure that our teachers feel safe within these collaborative discussions.

Climate and Culture Audit (Sycamore Educational Consultants, LLC) - A random sample of our parents, students, teachers and instructional leadership team were surveyed (electronically) and participated in focus groups. This process helped identify areas of focus we embedded within our school improvement plan and improve parent/student communication. This survey was conducted last school year and continues to inform our plan.

School Improvement Plan developed by staff - In order to develop our school improvement, plan last spring, we examined assessment, behavioral, staff perceptions, and various other data points to help develop goals that would help Medora students make the desired student learning progress. Although the data was collected, we continue to improve our ability to use a root cause analysis to identify what the data is telling us.

PIVOT data (observation scores)- We have these scores but need to examine the trend data to identify instructional holes and use this data to drive our professional development for overall staff and individual teachers (based on their needs). We have developed an instructional framework (graphic can be found in Appendix F) to help our teachers focus on our prioritized areas of instruction. This will help evaluators to have focus within the feedback provided (differentiated based on individual needs).

Non-evaluative Walkthroughs completed by administrators- The leadership team and teacher leaders completed non-evaluative walkthroughs which provided feedback for teachers. We need to track the data to assist in the selection of professional development activities.

Analyzing discipline data collaboratively- Data was collected and analyzed based on frequencies (split by month, location, teacher, etc.) to assist in the development of a safe learning environment for all of our students. This data was used in collaborative meetings among our school safety committee and student handbook committee. We got this idea from another principal in the SDN.

Analyzing attendance data - We have somewhat viewed our trends and brainstormed strategies to improve student attendance. If we get this grant and have a parent outreach coordinator, students who were flagged for needing an intervention (based on tardies or absences) will be communicated with. The parent outreach coordinator, building principal, and teacher leaders will need to develop a plan for remedying any attendance issues at the student level.

SIG Focus Group Meetings- Common themes were expressed that matched various other data streams. The meeting included the PTO and other members of the community. The expressed themes were then used as evidence within our comprehensive needs assessment that formed our goals.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Student Achievement Data

- ☐ Most areas are below the expected level of performance in ELA, math, science and social studies.
- ☐ Specific subgroups such as special education and free/reduced lunch students show trends in decreasing performance
- ☐ Males show lower performance in all areas except 4th grade math and 4th grade science
- ☐ Specific areas in ELA are: nonfiction/information text, the writing process
- ☐ Specific areas in math are: number sense and computation
- ☐ IREAD achievement has been inconsistent over the past four years

Curriculum and Instruction Data

- ☐ There is a lack of writing structure across grade levels.
- ☐ Students have not had enough exposure to problem solving and the strategies it takes to solve problems.
- ☐ They do not have a solid foundation in number sense, which would make it very difficult for them to compute.
- ☐ The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs.
- ☐ Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives. Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.
- ☐ The instructional sequence is mapped for each grade level, but not articulated across grade levels.
- ☐ Feedback and multiple measures of assessments are in need of improvement.
- ☐ All teachers have access to data but not all staff have been trained in how to use the data.
- ☐ Additional bandwidth is an area that might need to increase since the number of devices that are being used in the classrooms is increasing

Professional Development Data

- ☐ Teachers have data "events" where they focus on analyzing formative assessment data.
- ☐ Professional development is loosely linked to addressing instructional needs of teachers.

Climate and Culture Data

- ☐ In SY 2015-2016, 7 students had more than 10 absences during the school year.

- ☐ IN SY 2015-2016, 7% of student had absences for more than 10% of the school year.
- ☐ IN SY 2015-2016, there were no suspensions.

Family and Community Engagement Data

- ☐ We have a parent outreach coordinator and a consultant from Centerstone that will be coming to provide support and services to family and students.
- ☐ Several types of home-school communication is utilized such as homework folders, classroom newsletter, and School Messenger phone calls.
- ☐ The 21st Century program and Medora Elementary School work together to offer a number of events for families during the school year which include Family Literacy Night and Science Night.

Leadership Data

- ☐ *The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise.*
- ☐ *The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended.*

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015- 2016 Baseline Data	SY 2016- 2017 Goal	SY 2017- 2018 Goal	SY 2018- 2019 Goal	SY 2019- 2020 Goal	SY 2020- 2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	39.1%	45%	49%	53%	57%	61%
2. Percent of students proficient on ISTEP (ELA) (3-8)	59.6%	65%	70%	75%	78%	82%
3. Percent of students proficient on ISTEP (Math) (3-8)	40.4	45%	50%	55%	60%	65%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	72.7.%	75%	78%	81%	85%	88%
64,800	64,800	64,800	66,600	66,600	66,600	66,600
6. 10 th grade ECA pass rate (Algebra I)	N/A					
7. Non-Waiver Graduation Rate (HS only)	N/A					
8. College enrollment rates (HS only)	N/A					
1. Number of minutes in school year students are required to attend school	62,100	64,800	64,800	64,800	66,600	66,600
2. Number of daily minutes of math instruction	60	75	75	90	90	90
3. Number of daily minutes of ELA instruction	120	120	120	120	120	120
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A
5. Student enrollment number	N/A	N/A	N/A	N/A	N/A	N/A
6. Student attendance rate (must be a % between 0 and 100)	N/A	N/A	N/A	N/A	N/A	N/A
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of students completing dual enrollment classes (HS only)	N/A	N/A	N/A	N/A	N/A	N/A
9. Number of students completing BOTH advanced & a dual coursework (HS only)	N/A	N/A	N/A	N/A	N/A	N/A
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	AS	AS	AS, SS	AS, SS	AS, SS	AS, SS
11. Discipline referral numbers –behavioral referrals counted	5	0	0	0	0	0
12. Discipline incidents – number of suspensions and/or expulsions	5	2	1	0	0	0
13. Truants – number of unduplicated students who received truancy letters	7	5	5	5	5	5

14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN)).	HE: 0 E:7 IMP:0 IN:0	HE: 0 E:8 IMP:0 IN:0	HE:4 E:1 IMP:0 IN:0	HE: 5 E:0 IMP:0 IN:0	HE: 5 E:0 IMP:0 IN:0	HE: 5 E:0 IMP:0 IN:0
15. Teacher attendance rate (must be a % between 0 and 100)	95%	95%	95%	97%	97%	97%
16. Teacher retention rate (must be a % between 0 and 100)	85%	90%	90%	90%	90%	90%

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1-page maximum for each section)

Instructional Programs	
LEA analysis	<p>Root Analysis: After an analysis of our instructional program and chronically low achievement data; we have identified the following as our findings:</p> <ol style="list-style-type: none"> 1. A guaranteed and viable curriculum has been created, but is not being implemented with fidelity at Medora Elementary which has a negative impact on all systems working toward improved student achievement. The teachers need to be able to answer the following four critical questions in guiding their work (<u>Learning by Doing</u> 3rd Edition, Dufour, Dufour, Eaker, and Many 2016): <ul style="list-style-type: none"> • What do we want students to know and be able to do? • How will we know when they have learned it? • What will we do when they haven't learned it? • What will we do to extend the learning when they already know it? 2. Data shows that our declining student achievement can be attributed to our lack of systematic interventions that are delivered student by student and skill by skill. 3. Teachers are not utilizing curriculum maps and formative assessments to streamline instruction and increase the time students spend learning and applying the standards. 4. Students who are far behind need more time to catch up. Adding after-school and summer learning time is needed. When students are far behind as we are seeing with the gaps in their achievement noted in the data, they need more time than the school day offers. 5. Students have no ownership of their learning. They do not understand where they are in the learning process. Grades are a surprise to them as they don't know what is expected and have no understanding of where they are in the process. 6. Reflecting on instructional practices and how they impact student learning is not a deeply embedded part of the culture. Teachers do not view their classroom as a research opportunity to find out what is working and what is not. 7. We need to provide more training and support to our paraeducators. We fall short on helping them with needed skills to improve instruction. 8. Our staff is limited in turnaround experience. We need to see schools that have turned around and learn from them.

	<p>9. Teachers are not collaborating on the right work. We are not looking at frequent common assessment data to see what they know so that we can reteach it. We are not sharing best practices that are getting results in a systematic way.</p> <p>10. Instruction is driven by textbooks not the priority standards that must be mastered.</p> <p>11. Instruction does not offer application or creativity with embedded priority standards.</p> <p>12. We do not have a solid system for guaranteeing learning with Tier 2 and 3 instructional opportunities. We can't provide individualized prescriptions and accomplish them in a timely fashion. We need an RTI system that truly provides additional support and time.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Activity: Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. The curriculum will be revised to reflect units of inquiry and project-based learning and teachers will learn strategies to use within their classes. This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the principal's request (or through observational data).</p> <p>Justification: The transformation model indicates a need to have a comprehensive instructional reform strategy. A fresh approach to teaching and learning will be introduced through STEM and through on-going professional development targeting best practices. Overall student achievement is low, based on several years of ISTEP+; therefore, as a school, we need to focus on the research based instructional practices for all students.</p> <p>Alignment: Comprehensive School Reform</p> <p>New Intervention: A STEM facilitator will be hired to lead the STEM development and implementation. The STEM facilitator will be able to set up and lead the Makerspace lab and support teachers in their growth around STEM strategies in their classrooms.</p> <p>Justification: The STEM facilitator will be able to identify and model instructional strategies for teachers, work with students and coach teachers in implementing best practices.</p> <p>Alignment: Comprehensive School Reform, Teacher Effectiveness</p> <p>New Activity: Medora will conduct site visits to other STEM schools to build common expectations and vision as well as ask questions of the school about the process of developing STEM.</p>

	<p>Justification: Visits will provide a model of how to develop and implement a STEM framework. It also serves as a way for Medora team members to build common expectations and vision for how STEM could look within the building.</p> <p>Alignment: Comprehensive School Reform</p> <p>New Intervention: After school remediation will occur with two certified teachers four days/ week focused on individualized learning plans for each student to catch them up with needed skills and deficiencies. Students who are meeting standards will have the chance to participate in enriching activities.</p> <p>Justification: For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. The children who could benefit the most from after school tutoring, typically have fewer opportunities to participate in high quality programs. We want to provide this to our students with specific focus on each student's skill deficits and certified teachers within each subject area. Enrichment provides opportunities for students who have mastered standards to deepen their learning through application and project-based activities.</p> <p>Alignment: Increased Learning Time</p> <p>New Intervention: Summer School interventions will take place for three weeks with two certified teachers. They will meet four days/ week for five hours each day.</p> <p>Justification: For students already struggling to meet grade level standards, it is important they have instruction throughout the summer to prevent a regression over the longer break between academic years. Furthermore, this additional instruction gives students the opportunity to make gains in closing the achievement gap between themselves and their peers.</p> <p>Alignment: Increased Learning Time</p> <p>New Intervention: The school will add a Makerspace to their facilities for use by individual students, small groups, or whole classes.</p> <p>Justification: The addition of a Makerspace is critical to help Medora students develop creativity, collaboration, communication, and critical problem solving. The development of 21st century skills is essential for student success when they eventually enter a rapidly changing job market.</p> <p>Alignment: Comprehensive School Reform</p>
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<p>LEA analysis</p>	<p>Root analysis of Leadership:</p> <ol style="list-style-type: none"> 1. Though Ms. Absher is a new administrator she has the advantage of having taught at Medora Elementary School for the last three years. She has the commitment to the students and teachers to make it happen. With support to further develop her skills in leading this turnaround, she will persevere and succeed. 2. We do not have a system for analyzing data and applying the knowledge to turn over the responsibility to the teachers so they can apply it immediately to the student learning in their classrooms. This data should be frequent and focused on the priority standards in order to get results. Teachers are not leaders in this work. 3. Teachers are not collaborating on the right work of student achievement with specific information about each child's progress. They are collaborating about activities or assignments not related to student data. 4. Parents are not involved in the education of their child. Parents and teachers do not come together to support students in their academics. 5. We are allowing a cycle of failure to create the culture of Medora Elementary School. Teachers and administrators are not permeating this deep rooted belief that nothing better is possible. 6. Students do not see themselves as leaders of their own learning and capable of accomplishing academic goals. <p>Austin Absher is in her second year as the building principal. Ms. Absher has previously served as the English teacher at Medora Junior/Senior High for the past three years and has a good understanding of the great need in the school community. Ms. Absher is supported by a half time assistant principal, Roger Bane, who will free Ms. Absher up to focus on instructional leadership and turning around student achievement. The assistant principal is also the Superintendent of Medora Community Schools and will be available daily to support Ms. Absher. The planning year for this grant includes the addition of an instructional coach to assist Ms. Absher with the implementation of research based practices in the classroom and a remediation approach to improve student achievement.</p> <p>Teacher turnover remains a concern and a factor in student achievement. The turnover rate has averaged 30-40% for the past two years. There is a constant restart each school year with new staff. The failure cycle of the school contributes to a low morale, making Medora a very short stay for a teacher's career. Ultimately, student academic performance suffers. Ms. Street, the former principal, has been proactive in looking for strategies to stop the cycle. For example, giving the teachers more ownership in the decision making process like creating the schedule. Ms. Street also encouraged teacher leadership in offering professional development and allowed teachers options in selecting the opportunities they desired for professional growth. Ms. Absher will continue with</p>
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	<p>this approach and in her vision for this turnaround plan will build upon Professional Learning Communities as a way to increase capacity through teacher leadership.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Intervention: A principal mentor will be assigned to Ms. Absher to support her in successful turnaround work. Justification: Ms. Absher will also receive principal mentoring from Dr. Terry McDaniel, Indiana State University, as she continues her leadership role as the principal. Ms. Absher is set up for success through the combined efforts of her internal and external team. These teams will come together to lead the staff in executing the vision for the school turnaround, building teacher leaders, and creating a culture of continual improvement. Alignment: Principal Mentor</p> <p>New Intervention: A leadership team will be established to support the school's improvement efforts. Justification: More opportunities are needed for teachers to lend their ideas and expertise to the school's continuous improvement efforts. Medora Elementary is a small school and works seamlessly with the Jr-Sr High School. A leadership team will help ensure there are smooth transitions between grade levels, vertically aligned curriculum, and consistent implementation of SIG. We believe that it will be a better, more sustainable change to build internal capacity for leadership, rather than adding new administrative positions. Alignment: Redesign Leadership Team, Increase Teacher and Leader Effectiveness</p> <p>New Intervention: Action Research Projects will be implemented allowing teachers to receive a stipend to target an instructional practice, collect data on the student achievement impact when using the practice, and reaching conclusions regarding needed changes if any. Justification: Action research will help teachers take charge of their personal professional development. As they reflect on their own actions and observe other master teachers, they will identify the skills and strategies they need to add to your own professional toolbox. As they research potential solutions and are exposed to new ideas, they will identify the skills, management, and instructional training needed to make the changes needed. Alignment: Increase Teacher and Leader Effectiveness</p> <p>New Intervention: Medora will have a Building Practices Report created. This diagnostic report will establish a baseline for the first school year and serve a way to measure progress in subsequent years of the grant. Justification: The Leadership Team will be able to reflect on both their experience from the school visit and their current implementation of instructional practices to improve the teaching at their own school. Alignment: Providing Operational Flexibility and Sustained Support</p>

School Infrastructure	
LEA analysis	<p>Root analysis from data, surveys, reflections, observations, and input from central office:</p> <ol style="list-style-type: none"> 1. We don't know how to turnaround this school. We don't know what works and what does not. 2. We have low morale. Teachers feel they are working hard and not getting better results. 3. We use data, but we are not drilling down to what each student really needs. We also don't have timely data that is being examined by teams. It comes too late after we are far beyond it. It is overwhelming to the teachers and principal to put this into real time as we have not built processes and procedures for how to collect it, when to collect it, what to do with it, and then taking action on it. 4. Teachers are not implementing the highest leverage and most rigorous strategies in the classroom as witnessed in walk- through. 5. Our parents are not involved in the learning process as they only receive communication about school, but have no real way to be a part of it. 6. We do not have intervention scheduled into the day to ensure additional time and support for each student.
Justification for Selected Interventions (include alignment to model chosen)	<p>New Intervention: A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and analyze data, while developing processes to sustain data-driven decision-making.</p> <p>Justification: A data facilitator will receive a yearly stipend to support the collection and analysis of data. This will allow teachers to develop processes for reviewing data and making instructional decisions for students based on their needs.</p> <p>Alignment: Comprehensive School Reform, Increase Teacher and Leader Effectiveness</p> <p>New Intervention: A Parent Outreach Coordinator will be added to the staff in a part time role of 20 hours per week to further support parent-school connections and communication. The goal is build relationships with the community and parents that are reciprocal. Traditionally, this role has been just a dissemination of information, but rather creating opportunities for the community to interface with the school in planning and supporting the student population. Additionally, the Parent Outreach Coordinator will work with Ms. Absher to devise a system that brings parents to school for students to present their achievement data and progress to them personally. This is a student-led conferencing model, but with an emphasis on the Essential Standards that must be mastered. We also want to look for creative ways to engage parents through technology such as recording a student-led conference at home and bringing it back to the teacher. Utilizing Skype or Google Hangout might be other possibilities.</p>

	<p>Justification: We have experienced good results with the assistance in parent communication and involvement. This is evidenced in our parent surveys. In order to increase the impact and continue the work, we need to continue to fund this position.</p> <p>Alignment to Model: Creating Community-oriented Schools</p> <p>New Intervention: The school improvement plan will be monitored quarterly to ensure program and fiscal implementation.</p> <p>Justification: Regular program and fiscal checks will ensure that problems are identified early and intervention can be provided. Fiscal tracking will ensure that all funding is used appropriately.</p> <p>Alignment to Model: IN Conditions – LEA Support</p> <p>New Intervention: An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness.</p> <p>Justification: The report from the external evaluator will be used to measure progress of the school's implementation of the SIG grant. Visits will be scheduled 4 times throughout the spring semester and summer of 2018.</p> <p>Alignment of Model: IN Conditions – LEA Support</p>
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Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school:

☒ **Transformation** ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. *(1-page maximum for each section)*

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model:

Based on the data findings, root cause analysis, and self-assessment, the Transformation Model will fit the needs of Medora Elementary: A new principal, Austin Ashber, began at the start of the 2016-2017 school year. Ms. Absher taught in the school for three years previously and has a good understanding of the unique needs of the students, staff, and community at large. She will have an accomplished former school administrator as a mentor who is now serving as a professor at Indiana State University. Dr. Terry McDaniel will support Ms. Absher in her administrative duties and work closely with her in implementing the SIG plan from a leadership perspective. Specifically, she will provide the following leadership:

- *create a data driven culture that is laser focused on student achievement
- *provide leadership opportunities within the staff by establishing a Guiding Coalition with broad membership
- *build systems of communication, decision making, data analysis, and intervention time
- *utilize the teacher evaluation system as a springboard for professional growth and to support struggling teachers with pedagogy
- *provide professional development in curriculum mapping, common formative assessment design, and depth of knowledge design for rigor
- *implement student data tracking for their own learning
- *build extended learning opportunities after school through targeted tutoring with individualized learning plans for students
- *improve student achievement and teacher commitment for greater teacher retention at Medora Jr/Sr High

Describe how model aligns to Subgroup Data:

The subgroup data clearly demonstrates that we are not reaching all students. The subgroups most affected include the 1) Free and Reduced population and 2.) the Special Education population.

Free and Reduced Subgroup:

SY 2016-2017 ELA proficiency is 33.3%.

The ELA proficiency rate declined from 55.3% proficiency in 2012-2013 to 48.8% proficiency in 2014-2015.

SY 2016-2017 math proficiency is 57.4%.

The Math proficiency rate declined from 72.4% proficiency in 2012-2013 to 42.9% proficiency in 2014-2015.

Special Education Subgroup:

SY 2016-2017, general education ELA scores are 41.9%.

SY 2016-2017, general education math scores are 16.7%.

The ELA proficiency rate declined from 36.4% proficiency in 2012-2013 to less than 10% proficiency in 2014-2015.

The Math proficiency rate declined from 72.7% proficiency in 2012-2013 to less than 10% proficiency in 2014-2015.

We need frequent formative assessments to determine if the students have mastered standards in order to intervene right away. The goal is that all students will learn at high levels which means we will teach it multiple ways until they have reached a proficient level. The fact that these subgroups are falling through the cracks is a clear indication that our system is not working. We are focused on teaching the material not guaranteeing that students learn the most critical skills. Our plan provides an opportunity to identify the critical skills that students must master, create common formative assessments to provide Tier II and Tier III support when they are not, student data tracking of these critical standards for ownership of learning, and rigorous expectations. The systemic nature of this plan will improve student learning, retain teachers who will be motivated by their results, and provide the community with a better prepared workforce. After school tutoring utilizing individual student learning plans will also provide support to these subgroups.

Describe how the model aligns to Overall Achievement Indicators:

Overall Proficiency:

SY 2016-2017 ELA proficiency rate is 35.5% for all students.

The ELA proficiency rate declined from 62.5% proficiency in 2012-2013 to 46.0% proficiency in 2014-2015.

SY 2016-2017 math proficiency rate is 56.5% for all students.

The Math proficiency rate declined from 76.6% proficiency in 2012-2013 to 43.3% proficiency in 2014-2015.

Medora Elementary continues to make improvement, largely based on the guaranteed and Viable curriculum that has been created and defines critical skills that all students must learn. Intervention time for Tier II and Tier III will be developed and added to the school day schedule to further support students who did not get it the first time. Professional Learning Community teams will work collaboratively to create common formative assessments, analyze student progress weekly, determine the most effective instructional strategies, and determine pacing to obtain mastery before the ISTEP+ is given. Common formative assessments are in development

utilizing the Depth of Knowledge scale to establish rigor and relevance. A renewed focus on professional development will engage teachers in high leverage instructional strategies at the Tier I level.

Students will take ownership of their learning and track their progress in data notebooks. Teachers will enter CFA scores into the data management system for fast turnaround in analyzing who got it, who did not, and what the instructional responses will be for those who did not get it.

Describe how the model aligns to Leading Indicators:

Increased Learning Time: The transformation model will provide increased learning time after school with certified staff in both ELA and Math. Each student will have an individualized learning plan that will focus the extra time on their specific needs. A system of interventions to support students when they don't learn it the first time will be built into the school day. This is not additional time, but repurposed time to provide more targeted work for each student.

Student Attendance Rate: By providing a framework to guarantee all students will learn at high levels, the student motivation to be present at school will increase. As they track their progress academically and begin to see their own wins, this will propel them intrinsically to be at school.

Teacher Performance: Teacher performance will be enhanced by clarity of the guaranteed and viable curriculum. They know exactly what students must learn, by when, and that their role is to do everything possible to ensure mastery of all essential standards by each student. The evaluation system will be leveraged for professional growth along with instructional rounds and principal walk-throughs. Professional Learning Communities will provide much needed collaboration and support in identifying the most successful high leverage strategies, defining proficient work, and re-teaching approaches. Action research projects will empower teachers to be reflective about their instructional practices and move toward a cycle of inquiry in their teaching to continually seek out best practices.

The focus will be completely on each student succeeding and teachers will be empowered through a data driven system of operation to make this happen. Teachers are rewarded when students succeed and this will provide a new cycle of success that will promote teacher retention.

Principal Leadership: The principal performance will be impacted positively in the following ways:

- ☐ Working with an experienced mentor with a track record of success
- ☐ Job-embedded professional development to provide strong leadership for communication, decision making, data analysis, instructional design, and curriculum mapping.

- ☐ Support in learning to manage walkthroughs and providing consistent, actionable feedback focused on implementation of high leverage strategies

Describe how the model will create teacher, principal, and student change.

Teachers: Teachers will become masters of their craft through an aligned system of guaranteed curriculum, common formative assessments, intervention systems, professional learning community collaboration, data driven decision making, and action research projects for high leverage strategies. Having an instructional coach will provide non-evaluative walk-throughs and instructional rounds which will strengthen their feedback loop for improved performance. Teachers will adopt a new culture of doing whatever it takes for each student to master the guaranteed and viable curriculum.

Principal: The transformation model provides mentoring for Ms. Absher as she develops systems for the school operations, leads with students at the center of all decisions, and creates a data driven culture focused on results. This is an amazing opportunity for a new principal to learn the techniques to turn around a school and then replicate this work as she mentors others or continues her career in other schools.

Students: Students will experience academic success and develop ownership of their learning. This success will perpetuate a desire to be at school and to grow academically. They will have opportunities to experience a relevant education that has application to their future out of school life. Students will begin to see how their families and community are coming together to support them in their education which creates a generational respect for the purpose of education and its impact on the community.

Part 6b: Selection of Improvement Model – Planning Year – SY 2017-2018

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY17-18 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200-word maximum for each action step)

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Comprehensive School Reform	<p>Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations.</p> <p>This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the principal's request (or through observational data).</p> <p>Person Responsible: Austin Absher, Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$43,750 EES Consulting 25 days @ \$1,750/day</p> <p>\$6,000 stipends and benefits for teachers to participate in professional development after school or during the summer</p>	The plan will be monitored on a regular basis to ensure implementation and troubleshoot challenges. Work by EES will be evaluated to ensure that goals are being met in timely and effective way.

1.10.18

Comprehensive School Reform, Teacher Effectiveness	A STEM facilitator will be hired to lead the STEM development and implementation. The STEM facilitator will be able to set up and lead the Makerspace lab and support teachers in their growth around STEM strategies in their classrooms. Person Responsible: Austin Absher	Multiple Phases (Multiple Quarters)	\$40,000 salary and benefits	The job description posted will clearly identify minimum requirements for this position. After hiring, this staff member will participate in the teacher evaluation process.
Comprehensive School Reform	Medora will conduct site visits to other STEM schools to build common expectations and vision. We will be able to ask questions of the school about the process of developing STEM. Person Responsible: Austin Absher, Leadership Team, Teachers	Multiple Phases (Multiple Quarters)	\$500 travel expenses	A protocol will be developed and followed to ensure that onsite visits are efficient. Visits will spark conversation among Medora staff and inform the way in which we implement. Several schools have been recommended for onsite visits for a team of teachers to visit and build shared background on how to develop our program. Expenses will cover mileage for travel to schools and per diem (if applicable).
Increased Learning Time	After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities. Person Responsible: Austin Absher, Leadership Team, Teachers	Multiple Phases (Multiple Quarters)	\$6,000 stipends and benefits for after school tutoring (5 teachers x 30 hours x \$30/hour) \$5,000 transportation for after school	Students will participate in pre-and post- assessments to show growth over the duration of the after school or summer school program.

			\$5,400 stipends and benefits for summer school (3 teachers x 3 weeks x 4 days/week x 5 hours x \$30/hour)	
			\$5,000 transportation for summer school	
Comprehensive School Reform	The school will add a Makerspace to their facilities for use by individual students, small groups, or whole classes. Person Responsible: Austin Absher	Multiple Phases (Multiple Quarters)	\$20,000 for supplies for robotics, coding, building, creating, and problem-solving	Information on use of the Makerspace materials will inform how/why teachers are using these resources. The STEM Facilitator will support teachers and track how/when/why her time is spent.
Principal Mentor	A principal mentor will be assigned to Ms. Absher to support her in successful turnaround work. Person Responsible: Austin Absher, Leadership Team, Teachers	Multiple Phases (Multiple Quarters)	\$6,000 Principal Mentor (4 days @ \$1,500/day)	The principal will keep an ongoing record of meetings with her principal mentor. The mentor will also be reviewed annually to ensure that the support is aligned to the needs of the principal.

Redesign Leadership Team, Increase Teacher and Leader Effectiveness	A leadership team will be established to support the school's improvement efforts. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$0	The principal will establish a leadership team to actively participate in school improvement efforts. Teachers who serve will actively participate in meetings and events that will grow their capacity.
Increase Teacher and Leader Effectiveness	Action Research Projects will be implemented allowing teachers to receive a stipend to target an instructional practice, collect data on the student achievement impact when using the practice, and reaching conclusions regarding needed changes if any. Person Responsible: Austin Absher, Leadership Team, Teachers	Multiple Phases (Multiple Quarters)	\$4,500 stipends for teachers	Teachers will have opportunities to be both scholars and leaders. Data will be tracked in the first year to identify patterns in participation and interest. Information walkthroughs will be used to determine how classroom practices change as a result of the projects. The Action Research Project protocol will be based on that of the Indiana Principal Leadership Institute. Teachers will consider a topic of interest and applicability to the classroom. Teachers will complete an Action Research Project template (that requires background information on the inquiry, procedures for study, data regarding the need and/or outcome, reflection, and application to the classroom. Each staff member will present/share with staff at a whole staff meeting. In this first year, up to 22 teachers can receive a stipend of \$200.

Providing Operational Flexibility and Sustained Support	Medora will have a Building Practices Report created that will establish a baseline for evaluating implementation of the program. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$5,000	<p>The report will identify areas of strength and growth from which next steps will be developed.</p> <p>The report will be co-written by the External Evaluator and EES based on the collection of data from based on surveys from staff, observations from site visits, a building practices survey by Equitable Education Solutions, and parent/teacher/student questionnaires. The report will culminate with recommendations for the school. This report will be used to determine the strengths and needs of the school to help inform implementation of the SIG grant in the following years.</p>
Comprehensive School Reform, Increase Teacher and Leader Effectiveness	A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and analyze data, while developing processes to sustain data-driven decision-making. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$2,500 stipend and benefits	This is a part-time position to establish/grow our data-driven culture and ensure that students are selected to the appropriate intervention or enrichment activities.
Creating Community-oriented Schools	A Parent Outreach Coordinator will be added to the staff in a part time role to engage parents and community stakeholders in meaningful ways that support the ideas and vision of Medora Elementary. Person Responsible: Austin Absher	Multiple Phases (Multiple Quarters)	\$12,000 (stipend and benefits)	We will see an increase in the number of parents attending events at school, a rise in the number of positive interactions between parents and staff. We will review behavior and attendance data to identify challenges that must be addressed with families.
IN Conditions – LEA Support	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation.	Multiple Phases	\$6,000 external evaluator @	The school, with district support, will create internal policies and procedures to monitor the

	<p>An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness. The report will be used to measure progress of the school's implementation of the SIG grant. Visits will be scheduled 4 times throughout the spring semester and summer of 2018.</p> <p>Person Responsible: Austin Absher</p>	(Multiple Quarters)	4 days @ \$1,500/day	<p>effectiveness of grant programs and the extent to which they are impacting student achievement.</p> <p>The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.</p>
IN Conditions – Principal Flexibility	<p>The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.</p> <p>Person Responsible: Austin Absher.</p>	Multiple Phases (Multiple Quarters)	\$0	Policies and procedures will reflect the flexibility and autonomy of the principal to make site-based decisions.
Transformation – Teacher Evaluation System	Medora Community School Corp conducts teacher evaluations throughout the school year.	Multiple Phases (Multiple Quarters)	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

Part 6c: Selection of Improvement Model – Implementation Years – SY 2018-2019, SY 2019-2020

Instructions: Complete the table below detailing the two-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>		<u>Budgeted Items</u>
		<u>SY 2018-2019</u>	<u>SY 2019-2020</u>	
Comprehensive School Reform	Austin Absher, Leadership Team, Teachers	Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on	Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative	<p>\$78,750 EES (2 years)</p> <p>\$10,500 after school stipends (2 years)</p> <p>(Teachers will receive up to \$400 over two years to participate in approximately 14 days of professional development that will be scheduled after school and during the summer).</p>

		implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the principal's request (or through observational data).	walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the principal's request (or through observational data).	
Comprehensive School Reform, Teacher Effectiveness	Austin Absher	A STEM facilitator will be hired to lead the STEM development and implementation. The STEM facilitator will be able to set up and lead the Makerspace lab and support teachers in their growth around STEM strategies in their classrooms	A STEM facilitator will be hired to lead the STEM development and implementation. The STEM facilitator will be able to set up and lead the Makerspace lab and support teachers in their growth around STEM strategies in their classrooms	\$120,000 salary (2 years)
Increased Learning Time	Austin Absher, Leadership Team, Teachers	After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities.	After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities.	\$10,500 stipends and benefits for after school tutoring (2 years) \$10,000 transportation for after school \$10,800 stipends and benefits for summer school (2 years) \$10,000 transportation for summer school An additional 710 hours of instruction will

				be provided over 2 years through after school and summer school learning. Dates, times, and schedules will be determined after the planning year to identify successful patterns of attendance.
Principal Mentor	Austin Absher, Leadership Team, Teachers	A principal mentor will be assigned to Ms. Absher to support her in successful turnaround work.	A principal mentor will be assigned to Ms. Absher to support her in successful turnaround work.	\$12,000 Principal Mentor (2 years)
Redesign Leadership Team, Increase Teacher and Leader Effectiveness	Austin Absher, Leadership Team	A leadership team will be established to support the school's improvement efforts.	A leadership team will be established to support the school's improvement efforts.	\$0
Increase Teacher and Leader Effectiveness	Austin Absher, Leadership Team, Teachers	Action Research Projects will be implemented allowing teachers to receive a stipend to target an instructional practice, collect data on the student achievement impact when using the practice, and reaching conclusions regarding needed changes if any.		\$4,500 (1 year)
Comprehensive School Reform, Increase	Austin Absher, Leadership Team	A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and	A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and analyze data,	\$10,000 (2 years)

Teacher and Leader Effectiveness		analyze data, while developing processes to sustain data-driven decision-making.	while developing processes to sustain data-driven decision-making.	
Creating Community-oriented Schools	Austin Absher	A Parent Outreach Coordinator will be added to the staff in a part time role to engage parents and community stakeholders in meaningful ways that support the ideas and vision of Medora Elementary.		\$12,000 (1 year)
IN Conditions – LEA Support	Austin Absher	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness. The report will be used to measure progress of the school's implementation of the SIG grant.	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness. The report will be used to measure progress of the school's implementation of the SIG grant.	\$12,000 external evaluator (2 years)
IN Conditions – Principal Flexibility	Austin Absher.	The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	\$0
Transformation – Teacher Evaluation System	Austin Absher	Medora Community School Corp conducts teacher evaluations throughout the school year.	Medora Community School Corp conducts teacher evaluations throughout the school year.	\$0

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Comprehensive School Reform	Medora will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. This work will be lead and supported by Equitable Education Solutions (EES). In the first year, services from EES will include: working with teachers and leadership team over enhancing curriculum by creating a guaranteed and viable curriculum, improving formative assessment techniques, creating a Professional Learning Community (establishing norms, procedures, and training of staff on implementing PLC), developing literacy skills across the curriculum, conducting non-evaluative walkthroughs to provide rich feedback to teaching staff, and various other school improvement issues that arise at the	Multiple Phases (Multiple Quarters)	\$26,250 EES Consulting 15 days @ \$1,750/day \$15,000 K12 Boost Subscription \$12,000 stipends and benefits for teachers to participate in professional development after	The plan will be monitored on a regular basis to ensure implementation and troubleshoot challenges. Work by EES will be evaluated to ensure that goals are being met in timely and effective way.

	<p>principal's request (or through observational data).</p> <p>A subscription to the K12Boost website will be purchased so staff will have access to online learning modules, a non-evaluative walkthrough tool, and a virtual data dashboard.</p> <p>Person Responsible: Austin Absher, Leadership Team, Teachers</p>		<p>school or during the summer</p>	
Increased Learning Time	<p>After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities.</p> <p>Person Responsible: Austin Absher, Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$7,000 stipends and benefits for after school tutoring (2 teachers x 4 hours/week x 25 weeks x \$30/hour)</p> <p>\$5,000 transportation for after school</p> <p>\$3,600 stipends and benefits for summer school (2 teachers x 3 weeks x 4 days/week)</p>	Students will participate in pre-and post- assessments to show growth over the duration of the after school or summer school program.

			x 5 hours x \$30/hour) \$5,000 transportation for summer school	
Comprehensive School Reform	The school will add a Makerspace to their facilities for use by individual students, small groups, or whole classes. Person Responsible: Austin Absher	Multiple Phases (Multiple Quarters)	\$0	Information on use of the Makerspace materials will inform how/why teachers are using these resources. The STEM Facilitator will support teachers and track how/when/why her time is spent.
Principal Mentor	A principal mentor will be assigned to Ms. Absher to support her in successful turnaround work. Person Responsible: Austin Absher, Leadership Team, Teachers	Multiple Phases (Multiple Quarters)	\$6,000 Principal Mentor (4 days @ \$1,500/day)	The principal will keep an ongoing record of meetings with her principal mentor. The mentor will also be reviewed annually to ensure that the support is aligned to the needs of the principal.
Redesign Leadership Team, Increase Teacher and Leader Effectiveness	A leadership team will be established to support the school's improvement efforts. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$0	The principal will establish a leadership team to actively participate in school improvement efforts. Teachers who serve will actively participate in meetings and events that will grow their capacity.
Providing Operational Flexibility and Sustained Support	Medora will have a Building Practices Report created that will establish a baseline for evaluating implementation of the program. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$5,000	The report will identify areas of strength and growth from which next steps will be developed. The report will be co-written by the External Evaluator and EES based on the collection of data from based on surveys from staff, observations from site visits, a building practices survey

				by Equitable Education Solutions, and parent/teacher/student questionnaires. The report will supply a project-end summary of successes and challenges of SIG.
Comprehensive School Reform, Increase Teacher and Leader Effectiveness	A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and analyze data, while developing processes to sustain data-driven decision-making. Person Responsible: Austin Absher, Leadership Team	Multiple Phases (Multiple Quarters)	\$0	This is a part-time position to establish/grow our data-driven culture and ensure that students are selected to the appropriate intervention or enrichment activities.
Creating Community-oriented Schools	A Parent Outreach Coordinator will be added to the staff in a part time role to engage parents and community stakeholders in meaningful ways that support the ideas and vision of Medora Elementary. Person Responsible: Austin Absher	Multiple Phases (Multiple Quarters)	\$0	We will see an increase in the number of parents attending events at school, a rise in the number of positive interactions between parents and staff. We will review behavior and attendance data to identify challenges that must be addressed with families.
IN Conditions – LEA Support	A The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness. The report will be used to measure progress of the school's implementation of the SIG grant. Visits will be scheduled 4 times throughout the spring semester and summer of 2018.	Multiple Phases (Multiple Quarters)	\$6,000 external evaluator @ 4 days @ \$1,500/day	The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are impacting student achievement. The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.

IN Conditions – Principal Flexibility	<p>The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.</p> <p>Person Responsible: Austin Absher</p>	Multiple Phases (Multiple Quarters)	\$0	Policies and procedures will reflect the flexibility and autonomy of the principal to make site-based decisions.
Transformation – Teacher Evaluation System	Medora Community School Corp conducts teacher evaluations throughout the school year.	Multiple Phases (Multiple Quarters)	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete *(Indicate what areas and interventions the district plans to sustain AFTER grant funding.)* (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Increased Learning Time	<p>After school Summer school opportunities will be offered to extend learning and ensure that all students are able to meet grade level standards. Students who are in need of intervention/remediation will have the chance for extra time in a smaller setting. Students who are meeting standards will have the chance to participate in enriching activities.</p> <p>Person Responsible: Austin Absher, Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$7,000 stipends and benefits for after school tutoring (2 teachers x 4 hours/week x 25 weeks x \$30/hour)</p> <p>\$5,000 transportation for after school</p> <p>\$3,600 stipends and benefits for summer</p>	Students will participate in pre-and post- assessments to show growth over the duration of the after school or summer school program.

			<p>school (2 teachers x 3 weeks x 4 days/week x 5 hours x \$30/hour)</p> <p>\$5,000</p> <p>transportation for summer school</p>	
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Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> INSPECT Star Reading Star Math Star Early Literacy Accelerated Reader 	<ul style="list-style-type: none"> M.A.D.E. RTI Peaceful Resolution Fill Your Bucket program 	<ul style="list-style-type: none"> M.A.D.E. Harmony 	<ul style="list-style-type: none"> RTI 	<ul style="list-style-type: none"> Harmony 	<ul style="list-style-type: none"> IXL

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1-page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

Our elementary staff has worked on creating a guaranteed and viable curriculum prior to this grant opportunity. The planning year of SIG will allow updates to the plan that align with the requirements of a STEM framework. We would like to submit a video that compares teachers' thoughts about curriculum development and curriculum implementation. We can educate schools that are working towards enhancing their curriculum by providing teacher insights to what they might be thinking as they start the process and key takeaways they gain. The key takeaways will be vital for leadership in other districts to consider when moving their schools forward in curriculum.

This artifact will help our teachers reflect on what they have learned and let other districts (teachers and administrators) know about the challenge they have in front of them. This is vital, as when people are asked to make changes (and developing great curriculum is about changing your thinking), the first thing they think about is the personal impact and the managerial aspect. Our video will help teachers understand how curriculum development impacts them, how to do it (management), and finally why to do it (benefits). This video could be placed on the DOE website for other schools to access and begin the conversation on enhancing their curriculum.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs	<p>Medora Schools has worked with Equitable Education Solutions (EES) in the past to help improve student learning outcomes by enhancing leadership and teacher capacity. Prior to selecting this company, the superintendent and principal met with Dr. Langevin (Founder and CEO) to discuss how the company's work aligns with the needs identified within our data streams. It became evident during that meeting that this company could provide the focus and resources to help guide our school. The superintendent called six other districts this company has worked with and received high praise for the work that they have done with principals and teachers. Information about this provider, including a scope of services, can be found in Appendix B.</p> <p>This company has an impressive list of schools that have gone from an “F” to at least a “C” and these schools have been able to sustain this. That was critical in our decision to select this external provider. Upon gathering all of this information, the superintendent presented to the school board. The school board interviewed Dr. Langevin to ensure the scope of work planned aligned with the vision of the school corporation. The school board was impressed</p>

	<p>with EES's ability to articulate a clear vision of school improvement and unanimously agreed on the selection.</p> <p>When this grant is funded, Ms. Absher will also work with Dr. Terry McDaniel. Dr. McDaniel will serve as Ms. Absher's principal mentor. Dr. McDaniel has been a principal, superintendent, and university professor (teaching numerous educational leadership courses). His experience has been mainly in rural schools, which fits what Ms. Absher was looking for in a principal mentor. Dr. McDaniel is also on the design team of the Indiana Principal Leadership Institute, so he has familiarity with what a successful principal mentoring relationship requires. Dr. McDaniel's curriculum vitae is included in Appendix B.</p> <p>The external evaluator will be selected upon funding of this grant. We will require an advance degree (special emphasis on statistical analysis) and an exceptional record as an educational leader. Previous experience with Federal grant requirements will be a bonus.</p>
<p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p>	<p>EES has a track record of working with schools to develop an instructional framework that can be used to clearly communicate instructional expectations for our staff. We know that we need to make expectations known to our teaching staff if they are going to make improvements in high-yield areas. We believe making teachers aware of expectations can also reduce teacher frustration levels, which should help address our teacher retention issue.</p> <p>Through our relationship with EES, it has become evident of their ability to customize PD based on the needs of different groups of teachers. EES is consistently up-to-date on several of the critical areas that are embedded within our comprehensive needs assessment. We have already benefited from EES's</p>

	<p>ability to breakdown data and help us identify students needing Tier II and III intervention.</p> <p>Dr. Terry McDaniel has successfully mentored numerous principals and currently mentors a principal going through the SIG process from last year's SIG cohort. He has committed to supporting Ms. Absher in enhancing her leadership capacity. Ms. Absher is confident his experience and expertise will be a valuable asset to her.</p> <p>Prior to selecting an external evaluator, Ms. Absher will discuss the candidate's abilities and determine whether they demonstrate the expertise to complete such a report. The requirements and timelines will also be clearly spelled out for this position prior to selecting them.</p>
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>EES will serve to embed PD into the building practice while considering Medora's vision and researched-based practices on providing PD to teachers. All PD will be focused and supportive as we move through the SIG years. Services and support from EES have been intentionally planned to be reduced through the SIG process to increase the internal capacity for sustainability and ensure increased level of teacher leadership.</p> <p>Dr. McDaniel (principal mentor) will advise the principal on using her available resources to maximize the school turnaround initiative. The external evaluator will help us determine whether resources are being properly used and provide guidance (based on data) within his report on underutilized resources. All external providers are aware of current resources and the projected resources at our disposal upon funding of this grant. They have all agreed to work with building principal and district personnel to ensure time and energy lead to successfully implementing the strategies embedded within this grant.</p>

<p>4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs</p>	<p>Upon receipt of the SIG grant, Medora will work with EES to develop a PD calendar for documented services provided. This PD calendar will help to plan, coordinate, and document the PD services provided. Following each PD session, teachers will be asked to answer a quick survey that addresses the clarity, usefulness, as well as feedback for presenter in order to continually improve the PD services provided.</p> <p>Upon receipt of this grant, the LEA will select an external evaluator for the grant that will use survey data, focus group meetings, and student achievement results to create a report for the LEA. This grant will help determine the overall impact and effectiveness of the grant. This report will also help to determine whether a changes are needed as the district moves into the next year of the grant.</p>
<p>5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval</p>	<p>Medora leadership team has communicated that the scope of work must include professional development in areas such as: data-informed decision making, enhanced instructional leadership practices, differentiation within instruction, high-yield instructional practices, creation of a strong school culture, etc. We feel confident that the scope of work provided by EES aligns with research on school turnaround and fits the needs of our school community</p>

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities are designed to build capacity of staff and meet fiscal requirements.
2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <ul style="list-style-type: none"> Ability to recruit new principals through partnerships with outside educational organizations and/or universities Statewide and national postings for administrative openings <ul style="list-style-type: none"> External networking Resumes provided Data examined to demonstrate track record Principal hiring process Principal transfer procedures/policies </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Principal and superintendent have several combined years of experience working with this school and have shown improvement over the last few years. A letter of support from the principal is included in Appendix A.
3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <ul style="list-style-type: none"> School Board Assurances School Board Meeting Minutes from proposal and or discussion <ul style="list-style-type: none"> Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes. School board will support the direction of the superintendent and principal. A board letter of support and agendas are included in Appendix A.
4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <ul style="list-style-type: none"> Superintendent Assurance School Board Meeting Minutes from proposal and or discussion Superintendent SIG Presentation <ul style="list-style-type: none"> Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The superintendent fully supports the school's vision for this grant. A letter of support is included in Appendix A.

<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> ● Teacher Union Assurance ● An outline of amendments to SIG Teacher contracts that will allow for full implementation 	☒	☐	<p>The teacher's union fully supports the school's vision for this grant. A letter of support is included in Appendix A.</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> ● Teacher Union Assurance ● An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model ● Principal ownership in staff hiring process ● Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies & procedures ○ Staff recruitment, placement & retention procedures 	☒	☐	<p>The principal has autonomy and flexibility in hiring staff. Jobs are posted on the district's website and the principal reviews all applications and resumes of candidates. The principal leads all interviews with candidates.</p>
<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> ● Monthly Monitoring of SIG Programming & Implementation ● Evaluation System for Programming & Implementation of SIG ● Data Review Plan ● Special Populations Review Plan ● Fiscal Monitoring Plan ● Timeline & Responsible Parties for all above plans 	☒	☐	<p>Medora Elementary receives Title I, Part A funds and a school improvement grant. Both Title II, Part A, and IDEA are available within the district. Funds for all federal grants are reviewed by the leadership team on a regular basis to ensure the following:</p> <ul style="list-style-type: none"> ● Funds are being expended for the activities approved in each grant ● Activities are aligned to meet the focus of the school improvement efforts ● Students, teachers, and families receive services and support in a timely manner <p>Instructional time, material resources, and fiscal resources are</p>

		<p>focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.</p> <p>Student performance is reviewed regularly to identify areas of re-teach or enrichment.</p> <p>A letter of support from the corporation treasurer is included in Appendix A.</p>
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Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	District and school leadership team will monitor on a regular basis.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The leadership team will oversee SIG. The principal is the current Title I Program Administrator.
3. School's SIG plan addresses needs of all students and subgroup populations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All students were considered within the needs of this plan and are included in our needs assessment in SIP.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The school improvement plan (SIP) outlines specific ways in which parents are notified and involved in planning and implementation of programs at our school.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No significant findings.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No excess carryover.

Part 11: Budget

ns: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, it will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete a budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.

Medora Elementary School
1003(g) School Improvement Grant
Appendix A: Letters of Support

Principal Letter of Support
Treasurer Letter of Support
Classroom Teachers Association Letter of Support
Medora Community School Corporation Board Meeting Agenda
Medora Community School Corporation Board President Letter of Support
Medora Community School Corporation Superintendent Letter of Support
Medora Community School Corporation Board Meeting Agenda